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THE USE OF INTERNET IN LEARNING AND ITS IMPACTS ON STUDENTS' MORAL VALUES: A CASE STUDY IN MATARAM UNIVERSITY, INDONESIA

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Abstract

Internet has become a staple for majority of people. In Indonesia, over half of the population have become active internet users, and university students are among community groups with very high use of the internet in daily life. Findings of several studies show that internet actually provides not only positive, but also even more significant negative, impacts for its users. This study explores the impacts of internet on the moral values of university students as active users. To solve the problem, this research employed qualitative approach as a case study. The research subjects were students at Civics Education Department of the University of Mataram, Indonesia. Two data collection techniques were employed, namely, documentation and focus group discussion. Data collected was analyzed using an interactive model. Findings of the study show that internet has negative impacts on university students' moral values. It has caused them to be dishonest, less responsible, and lazy individuals. This is very dangerous since it destroys the morality of the nation's generation. For this reason, solutions must be identified to solve the problem.

Key words: Internet, students, impact, moral-value disorder

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INTRODUCTION

In this digital era, technology--the internet in particular--has been a primary need for everyone, including university students (Zaremohzzabieh, 2014). For them, internet is inseparable in performing routine daily activities. In Indonesia, over half of its population (143.26 million) were active users in 2017. The number has continued to soar significantly from year to year (Stiawan in Kompas.com, 19/2/2018). One of the largest segments of the country's internet users is university students. Reinaldi & Sokang (2016) found out that almost all students use internet in their daily activities. Due to its massive use, a large number of people, the millennial generation in particular have been exposed to the internet in many aspects of their life (Browning, Gerlich, Westermann, 2011).

The presence of internet basically aims for humanity's own good. Kao (2018:6-7) asserts that information technology, including the internet, is an instrument to assist an individual in completing their assignments. It is a media to access different kinds of knowledge in order to improve one's awareness, skills, and creativity. Information technology, the internet in particular, has indeed provided ease as well as problem for the users (Young, 1998; Rispawati and Sumardi, 2020). Multiple studies show that internet has both beneficial and diverse impacts (Reinaldo & Sokang, 2016). Kao (2018:6-7; Wahyudiati, Rohaeti, Irwanto, Wiyarsi, & Sumardi, 2020) claims that among the positive impacts of the internet is that it assists an individual in completing their assignments. Abundance of information on the internet would make it just easy for people to find solutions for the problems at hand. Kao (2018) argues that internet gives the direction, structure, and knowledge for better results. The internet however has negative impacts, which far outweigh the positive impacts (Ngafifi (2014)). The negative impacts inflicted by the internet are called "problematic internet use" (Chou & Hsiao, 2000). Caplan, Williams, and Yee (2009) claim the internet has negative impacts on the cognitive, attitude and behavioral aspects. In cognitive aspect, the internet may degrade students' academic performance (Paul, Baker, Cochran, 2012; Abdulahi, Samadi, & Gharleghi, 2014). In attitude and behavioral aspects, internet has driven students to be individuals who are pragmatic (Sumardi, Rispawati, & Ismail, 2017), are reluctant to communicate (Young & Roger,

1998), and have low collaboration character (Dewi & Trikusumaadi, 2016).

Studies on the impacts of the internet on individuals have extensively been conducted around the globe, including in Indonesia. In Indonesian context, studies on the impacts of the internet have focused more on its impacts on knowledge and interpersonal interactions. Studies that focus on the impacts of the internet on people's moral values are still limited; moreover, studies at university setting are rarely available. For this reason, a study on the impacts of internet on students' moral values is very important to conduct to acquire a better picture on the matter. As such, every person and stakeholder would be able to take a wise decision in anticipating the adverse impacts of the internet.

CONTEXT AND LITERATURE REVIEW

Impacts of the Internet

Internet has been everybody's need in any country around the globe. In USA, internet is very urgently needed by students for their academic purposes (Zaremohzzabieh et al., 2014). In Malaysia, students are preoccupied with internet and everyday they use it to gather information, especially on learning materials (Abdulahi, Samadi, & Gharleghi, 2014; Sumardi, Rohman, & Wahyudiati, 2020). The same applies to India, Indonesia, and many other countries around the world, where the internet has served as a means to gather information and solve their problems (Reshma, 2014; Sumardi, Rispawati, & Ismail, 2017). Based on findings of studies and expert discussions, internet has double impacts, like two sides of the same coin, namely positive as well as negative impacts. Findings of research by the National School Boards Association in 2007 (Rahman, Sani, Kaur, 2014) confirmed that internet has positive impacts on the students' performance. Among the positive impacts are everyone can quickly access abundant information (Cassidy, et al., 2011); can share information with each other (Reshma, 2014), and that it is potential learning resources and media (Paul, Baker, Cochran, 2012; Wahyudiati, Sutrisno, & Supiah, 2019). The positive impacts of internet, according to Kao (2018:7), ensure better results for individuals. In short, with internet a person would find it easier to gather information, run daily life, and solve problems at hand.

Other than positive impacts above, internet inflicts negative impacts on its users. Griffiths (2013) and Rispawati, Sumardi, and Dahlan (2020) claims that excessive use of internet would create problems for an individual. Among the negative impacts is addiction (Abdulah, Samadi, & Gharleghi, 2014; Dewi & Trikusumaadi, 2016) that further causes significant impact on communication and collaboration anxiety (Dewi & Trikusumaadi, 2016). In addition, internet addiction may harm one's personality/mental health (Young, 1998; Kuss & Griffiths, 2011). Another negative impact is waste of time, when one spends a minimum of 5 hours/day even a day long for internet (Reinaldo & Sokang, 2016). It also impacts on students' academic processes, (Young, 1997; Kuss & Griffiths, 2011; Paul, Baker, Cochran, 2012, where they become very pragmatic and dependent on it (Sumardi, Rispawati, & Ismail, 2017). Internet also harms social life (Young, 1997; Kuss & Griffiths, 2011) and has adverse impacts on physical condition, interpersonal relations, (Young, 1997), and employment (Caplan, 2002). All of the negative internet impacts described above are referred to as "problematic internet use", i.e., the use of internet for multiple life activities that are uncontrolled that it has negative impacts on mental, physical, psychological, and social life (Young, 1997; Chou & Hsiao, 2000; Reinaldo & Sokang, 2016). In educational context, the simplest form of problematic internet use is students' difficulty in controlling themselves not to depend on the internet in solving their academic assignments. Such internet dependency is detrimental to their mental and moral developments.

The above description clearly shows that internet has both positive and negative impacts on individuals. Whether internet will cause either positive or negative impacts, it ultimately depends on the attitude and motivation of the users (Raman, Sani, & Kaur, 2014). Internet is only a tool; it is the individuals who decide how the tool is used. The resulting positive or negative impacts depend on the users.

Moral Values

A value is something valuable or the price of something (Fraenkel, 1977:15; Sumardi & Hanum, 2019). While, moral is the teachings on good and bad and right and wrong (Poespoprodjo, 2017:118). As such, moral values are the teachings on good and bad and right and wrong that are acknowledged, cherished, and believed of their truths by a group of people. Lickona (1991:61) asserts that moral values are values related to teachings on good and bad, such as honesty, responsibility, etc. The good and bad teachings serve as guidelines for individuals or groups of people in running their daily life.

Lickona (1991:61) categorizes values into two groups: moral and non-moral values. Moral values are values related to teachings on good and bad, such as honesty, responsibility, etc.; while non-moral values are values unrelated to good and bad, such as the value of an object. Lickona (1991:62) further classifies moral values into universal moral values and non-universal moral values. Universal moral values are moral values that are accepted by everyone, such as honesty, hard work, proper treatment of others, freedom, etc. While, non-universal moral values are moral values that are accepted only by a community group, but are not accepted by other groups. Lickona (1991:82) further classifies moral values into three types: moral knowing, moral feeling, and moral action. Moral knowing concerns with the amount of information one has gathered regarding the teachings on good and bad. Moral feeling, next, concerns with conscience in screening and deciding which action to be taken. Moral action, finally, is the word and action that constitute the implementation of one's moral knowing and moral feeling. According to Piaget and Kohlberg (Slavin, 2000:52-56), one's moral action is defined by their moral knowing and feeling. The higher one's moral knowing level, the better their moral feeling, and the better their moral action. (Masitah & Nur, 2004:48). Echoing Piaget and Kohlberg, Slavin

(2000:52) claims that good moral knowing will result in good moral.

The above description shows that one's moral values may be identified from what they think, say, and do. Similar opinion was expressed by Harland & Pickering (2011:13-14) who claim that moral values are not always abstract, but may be manifested concretely. For this reason, by observing the behaviors or a cluster of facts performed by an individual, we can identify their moral values, since facts describe moral values (Brandt, 1996:68). Other than being observable in actions/facts, moral values according to Fraenkel (1977:33) and (Brandt, 1996:97) may be identified from what one says. Words and actions, they claim, represent the moral values they choose. For this reason, one's moral values are observable from what they say and do.

Instilling moral values on individuals is the responsibility of education (Heafford, 1978:13; Muhadjir, 2013:28), formal, informal, and non-formal. Education is basically an effort to carry out value orientation (Fraenkel, 1977:1; Sumardi, 2012). At the university level, in particular, education aims to nurture learners to have knowledge and a set of values that would transform them into people with high virtue values (Harland & Pickering, 2011:14; Warnock, 1996). It is therefore clear that education is a moral agent (Yates, 2000:89). Education aims to grow students to have morality, honesty, character, and noble conduct (Yuniastuti, 2010). The function of education as described above is called "moral self-identity" (Aslan, 2011).

In Indonesia, education develops knowledge, attitude, morality domains simultaneously. Moreover, attitude domain is placed as the first objective of the education. It is all set forth in Indonesia's 2013 education curriculum, which clearly and expressly states that the individual aspects developed through education include attitude, knowledge, and skills (Ministry of Education and Culture of The Republic of Indonesia, 2013). In Bloom's terminology, the three domains are called cognitive, affective, and psychomotor (Anderson and Krathwah, 2001). The three domains are developed through all subjects at all levels of education, including university. In the current digital era, internet may be a factor that shapes one's moral values, since it is awash with information that is both positive and negative. In addition, internet addiction as Zaremohzzabieh (2014), Reinaldo dan Sokang (2016) claim may have negative impacts on all aspects of an individual, including their moral values.

METHODS

Type of Research

This study employed a qualitative approach with case study type of research. Qualitative research is a study conducted with natural setting as the source of data (Bogdan & Biklen, 2007:3), which aims to explore new knowledge in a correct, in-depth manner (Wagiran, 2015:17). The characteristics of qualitative research are that it has a specific setting and that in that specific setting, it is well understood when data collection is conducted (Bogdan & Biklen, 2007:4). Case study is a type of research that aims to carefully investigate certain program, event, activity, process, or group (Creswell, 2009:20). A case study, according to Merriam, Yin, and Stake (Bogdan & Biklen, 2007:59) is a type of research that is extremely worthwhile in delving into a problem in a specific setting, subject, or event. The setting of this research was the students of Civic Education department of the University of Mataram.

Informants

Based on the research setting referred to above, it is confirmed that informants for this research were students of Civic Education department of the University of Mataram at all semester levels. The technique employed to determine individuals to be informants was *purposive sampling*. *Purposive sampling* is the technique of selecting research subjects based on the researcher's

opinion or judgment in accordance with the research objectives (Wagiran, 2015:210). Based on the sampling technique above, informants for this research were students who attended the courses delivered by the researcher, which comprised three classes attended by a total of 115 students. The reason for their selection was in order that the researcher would be able to collect detailed, comprehensive data to be able to answer research problems properly.

6 Data Collection

Two techniques of data collection were used in this research, namely, documentation and focus group discussion (FGD). Documentation is a technique for collecting data from qualitative documents (Creswell, 2009:267) in the form of academic papers or assignments during one semester. Out of the documents, data were collected on how the students worked on their academic assignments, whether they prepared them by themselves or they just retrieved them from the internet. Upon collection and analysis of data from the documents were completed, subsequent data collection was carried out by means of FGD. According to Rath (Fraenkel, 1977:38), FGD is very useful for investigating informants' beliefs, feelings, and acts. FGD in this research was employed to both confirm findings from the documents and investigate why they committed such acts. In addition, FGD was employed to explore their moral values on the acts taken. FGDs were conducted three times at different semester levels, namely, semesters 2, 4, and 6. The total number of FGD participants was 45. The big questions raised during the FGDs included: (1) How did you prepare your academic assignments? (2) Why did you prepare your academic assignments in such a way? (3) What is your opinion on the way that you took? And (4) how did you feel when you did such an act? Starting with the above questions, information deepening process was conducted until the data was believed to be firm.

Data Analysis

Data analysis technique employed was interactive models by Miles, Huberman, and Saldana (Salim, 2006:22). Three phases of analysis of interactive models include: (1) data condensation, which comprises data selection, focusing, data simplification, abstraction, and data transformation; (2) data display, by organizing and placing information correctly to formulate conclusion and actions; (3) conclusion drawing (Miles, Huberman, & Saldana, 2014:8-10). By referring to the interactive analysis technique phases, data analysis for the study proceeded from the time the source document data was first collected to conclusion drawing. The analysis steps taken included the following: Firstly, examining all data collected from the sources. For example, documentary data was examined by looking at the form of assignments, font types and sizes, sentence organization and construction, and content depth. Based on the examination findings, abstraction was conducted in order to identify the trends of the data collected, whether the academic assignments were prepared by themselves or not. Secondly, displaying the data by organizing them into predetermined categories. For example, data from documents were grouped based on the category of assignment formats and contents. Data were then rechecked to ensure data validity. Thirdly, drawing conclusions and reverifying the conclusions in order to match the data collected and verified. Then, findings of research were formulated in the form of a research report.

FINDINGS AND DISCUSSION

As One's moral values may be identified from two aspects: what they say and what they do (Fraenkel, 1977:33). Words may be moral value indicators since statements are an expression of moral tendency (Brandt, 1996:97), while actions are manifestation of one's moral feeling (Fraenkel, 1977:33). Harland & Pickering (2011) claim values are themselves abstract, yet they may be manifested in concrete through daily life behaviors. An

individual's words and acts are reflections of the moral feelings chosen (Fraenkel, 1977:33; Lickona, 1991:82). One will practice moral values when they have to make an important decision in their life (Harland & Pickering, 2011). For this reason, students' moral values may be identified from the actions taken during important moments that necessitate them to make decisions and perform moral acts. An important moment in this study is the time when students have to complete their academic assignments.

Research findings clearly exhibit the moral acts taken by students when completing their academic assignments. The findings show that 104 (90.43%) out of 115 informants were strongly alleged of completing their academic assignments by means of dishonorable act, i.e., copy-pasting from the internet. A number of 11 informants (9.57%) prepared their paper by means of honorable act, i.e., preparing assignments by themselves. Copy-pasting is a very dishonorable act of academic theft that clearly contradicts moral values. Those who commit such acts, according to Young (1998) and Kuss & Griffiths (2011), suffer from what is called moral illness. Besides, the large percentage of the students committing such an act shows a massive moral value degradation. Massive moral illness or moral degradation occurs due to internet dependency. Their statements "What we do is no good, it should not be done, but we have been used to do it; When we are given assignment, we always search in the internet" show their high dependence on the internet. When they are given academic assignments, they always go to the internet to find the articles. For them, internet is the only source to complete their academic assignments. Since they are so dependent on the internet, their good moral knowing and moral feeling could not stop them from committing the act. Indeed, studies by Griffiths (2013), Reshma (2014), and Sumardi, Rispawati, & Ismail (2017) reveal that technology has made people addicted and difficult to detach from.

Based on the research findings, the moral illnesses suffered by the informants concern with honesty, hard work, and responsibility. The informants' moral statements "Sometimes, I just type my name and student ID number, but if I can't type it, I just write down my name and student ID number. Sometimes, if the writing looks messy, I tidy it up first so that it will not look to come from downloading" clearly show that they suffer from a crisis of honesty as a value. The above moral statements explicitly display that the students have lost honesty as a value in completing their academic assignments. They committed manipulation of academic assignments, trying to cheat and commit fraud in completing their assignments. These, according to Lickona (1991:74), are characteristics of loss of honesty moral value.

In addition, research findings also show that they suffer from a crisis of hard work as a value. This crisis could be identified from the source documents that show a large number of errors in the writing style and contradictions in the writing format of their identity and contents of the paper. The large number of writing errors and the difficulty in writing identities in the same format and style as the paper contents did not motivate them to prepare the paper again. They were reluctant to adapt the materials taken from the internet and instead opted to hand in the messy papers. The crises are also revealed in the FGD findings. The statements "We're just lazy. Everything is already there in the internet. You just need to type the keywords, and the topic that you look for will come out. To date, I take all my assignments from the internet" explicitly exhibit that they are lazy to search for references, collect materials, and prepare assignments by themselves. Their laziness stemmed from the bad habit they have done to date, by making the internet the key solution to all their assignments. The students' statements and moral acts above show reluctance for moral act (Brandt, 1996:97) and a crisis of hard work value.

Another moral value crisis suffered by the students is lack of responsibility value. The research subjects' statement, "We normally did it, Sir. To date, I retrieve for all my assignments from the internet" unambiguously declare that to date the students

complete their academic assignments by committing academic theft. This simultaneously shows the degradation of their responsibility value. In addition, the large number of respondents completing their academic assignments in contradiction of their moral values shows a massive crisis in the responsibility value. They have lost their responsibility value to complete their academic assignments with dignity. This condition is dangerous if it occurs continuously within a long period of time since it may become a *culture* (Darmadi, 2007:32), which is difficult to rectify.

They actually have moral knowing and moral feeling that their moral acts were wrong. Yet, their moral knowing and moral feeling could not stop them from committing the dishonorable act. This shows the strong impact of the internet and degradation of their honesty, responsibility, and hard work values. The ease in the value degradation was because the values were not properly internalized and improperly internalized values, according to Fraenkel (1977:7) and Masitah & Nur (2004:48) will not be able to be implemented in behaviors. Findings of this research also confirm Berg's claim (Masitah & Nur, 2004:48) that moral reasoning is not strongly related to moral behaviors. It means that although an individual has moral knowing, they will not automatically have attitudes and behaviors consistent with their moral knowing.

2 CONCLUSION

Based on the findings and conclusions, it can be concluded that internet has negative impacts on an individual's moral values of honesty, responsibility, and hard work. One's dependency on the internet may cause them to ignore moral values and commit dishonorable acts. These findings are consistent with findings of studies by Young (1998), Kuss & Griffiths (2012), and Dewi & Trikusumaadi (2016), which conclude that addiction to the internet has adverse impacts on its users' personality and character. The negative impacts of internet addiction will get stronger when value internalization is weak. The negative impacts of internet on moral values may occur more extensively on other moral values. Certainly, more extensive research is required to confirm the hypothesis. For this reason, more extensive, in-depth studies to identify the impacts of internet on the moral values comprehensively are necessary. To eliminate the impacts of internet on the deterioration of moral values, preventive measures must be taken to prevent massive moral degradation. It is the responsibility of all parties for safeguarding the younger generations from moral hazards.

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